

Social Studies, Grades 4, 8, and 11

Chart 1: 4, 8, 11 SS

The chart below shows the National Percentile Ranks for grades 4, 8, and 11.

- In 2001, grade 4 scored an NPR of 67%, grade 8 an NPR of 62%, and grade 11 an NPR of 66%.
- In 2005, grade 4 increased to 70% while grades 8 and 11 showed a slight decline since 2001.

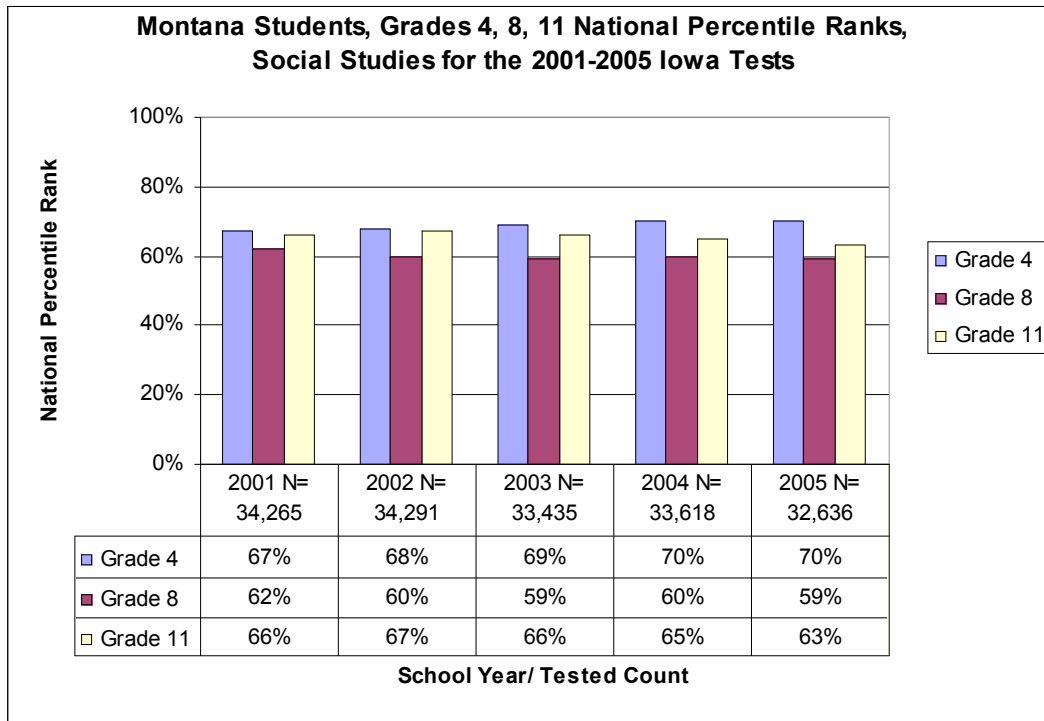


Table 1: 4, 8, 11 SS

Social Studies National Percentile Rank for each disaggregation across Montana in 2001-2005.

| Groups | Grade 4 | | | | | Grade 8 | | | | | Grade 11 | | | | |
|--------------------------------|---------|------|------|------|------|---------|------|------|------|------|----------|------|------|------|------|
| | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 | 2001 | 2002 | 2003 | 2004 | 2005 |
| All Students | 67% | 68% | 69% | 70% | 70% | 62% | 60% | 59% | 60% | 59% | 66% | 67% | 66% | 65% | 63% |
| Students Without Disabilities | 70% | 71% | 71% | 72% | 72% | 65% | 63% | 62% | 63% | 63% | 69% | 69% | 69% | 68% | 67% |
| Students With Disabilities | 41% | 42% | 46% | 48% | 49% | 26% | 32% | 32% | 35% | 33% | 32% | 32% | 32% | 32% | 29% |
| Female Students | 66% | 67% | 69% | 69% | 69% | 62% | 60% | 59% | 59% | 60% | 69% | 69% | 69% | 67% | 67% |
| Male Students | 70% | 69% | 70% | 71% | 71% | 63% | 59% | 58% | 60% | 59% | 64% | 65% | 63% | 62% | 60% |
| Native American Students | 48% | 48% | 47% | 50% | 51% | 35% | 39% | 41% | 41% | 40% | 46% | 46% | 44% | 43% | 41% |
| White Students | 71% | 71% | 72% | 72% | 73% | 65% | 63% | 62% | 63% | 63% | 68% | 69% | 68% | 67% | 66% |
| Students on Free/Reduced Lunch | 57% | 57% | 58% | 60% | 60% | 47% | 48% | 47% | 49% | 48% | 54% | 54% | 54% | 52% | 51% |
| LEP* | NA | 32% | 30% | 35% | 33% | NA | 30% | 29% | 32% | 27% | NA | 38% | 38% | 34% | 33% |

*LEP 2001 data were incomplete.

Table 2: 4, 8, 11 SS

Social Studies: The table below shows the percentage of students for each disaggregation scoring in each performance category in grades 4, 8, and 11 for 2001-2005.

| Groups/Year | | Grade 4 | | | | Grade 8 | | | | Grade 11 | | | |
|--------------------------------|------|--------------------------|----------------------------|------------------|------------------------|--------------------------|----------------------------|------------------|------------------------|--------------------------|----------------------------|------------------|------------------------|
| | | Advanced Stanines 8-9 | Proficient Stanines 5-7 | NP Stanines 4 | Novice Stanines 1-3 | Advanced Stanines 8-9 | Proficient Stanines 5-7 | NP Stanines 4 | Novice Stanines 1-3 | Advanced Stanines 8-9 | Proficient Stanines 5-7 | NP Stanines 4 | Novice Stanines 1-3 |
| All Students | 2001 | 25% | 53% | 12% | 10% | 17% | 56% | 15% | 13% | 20% | 61% | 11% | 8% |
| | 2002 | 19% | 58% | 13% | 10% | 17% | 55% | 15% | 13% | 21% | 61% | 10% | 8% |
| | 2003 | 20% | 59% | 12% | 9% | 16% | 54% | 16% | 14% | 20% | 60% | 12% | 8% |
| | 2004 | 20% | 60% | 12% | 8% | 16% | 56% | 16% | 12% | 19% | 60% | 12% | 9% |
| | 2005 | 20% | 60% | 12% | 8% | 13% | 58% | 15% | 14% | 19% | 58% | 13% | 10% |
| Students Without Disabilities | 2001 | 27% | 54% | 11% | 8% | 18% | 59% | 14% | 10% | 21% | 63% | 10% | 6% |
| | 2002 | 21% | 60% | 11% | 8% | 18% | 57% | 15% | 10% | 22% | 63% | 9% | 6% |
| | 2003 | 21% | 61% | 11% | 7% | 18% | 57% | 14% | 10% | 21% | 63% | 10% | 6% |
| | 2004 | 21% | 61% | 11% | 6% | 18% | 59% | 14% | 9% | 21% | 62% | 10% | 7% |
| | 2005 | 22% | 62% | 10% | 6% | 14% | 61% | 14% | 11% | 20% | 61% | 11% | 7% |
| Students With Disabilities | 2001 | 6% | 43% | 24% | 28% | 3% | 29% | 27% | 42% | 2% | 31% | 30% | 36% |
| | 2002 | 5% | 43% | 23% | 29% | 3% | 29% | 27% | 41% | 1% | 35% | 29% | 35% |
| | 2003 | 7% | 46% | 23% | 25% | 3% | 27% | 27% | 42% | 3% | 31% | 29% | 37% |
| | 2004 | 8% | 48% | 22% | 23% | 3% | 35% | 27% | 36% | 2% | 34% | 29% | 35% |
| | 2005 | 8% | 47% | 23% | 23% | 2% | 32% | 23% | 43% | 2% | 27% | 31% | 40% |
| Female Students | 2001 | 23% | 55% | 13% | 10% | 14% | 60% | 16% | 11% | 20% | 66% | 9% | 5% |
| | 2002 | 17% | 60% | 14% | 9% | 14% | 59% | 16% | 11% | 20% | 64% | 11% | 5% |
| | 2003 | 18% | 60% | 13% | 9% | 14% | 59% | 16% | 11% | 20% | 64% | 10% | 5% |
| | 2004 | 18% | 61% | 14% | 8% | 13% | 60% | 16% | 10% | 19% | 64% | 11% | 6% |
| | 2005 | 18% | 63% | 12% | 8% | 11% | 62% | 15% | 12% | 19% | 62% | 11% | 7% |
| Male Students | 2001 | 26% | 52% | 12% | 9% | 19% | 51% | 14% | 15% | 20% | 56% | 14% | 10% |
| | 2002 | 20% | 57% | 13% | 10% | 19% | 50% | 16% | 15% | 21% | 57% | 12% | 10% |
| | 2003 | 21% | 58% | 11% | 10% | 19% | 50% | 16% | 16% | 20% | 57% | 13% | 11% |
| | 2004 | 22% | 59% | 11% | 8% | 19% | 53% | 15% | 14% | 19% | 56% | 13% | 11% |
| | 2005 | 22% | 58% | 11% | 8% | 14% | 54% | 15% | 16% | 18% | 55% | 14% | 13% |
| Native American Students | 2001 | 10% | 45% | 23% | 23% | 4% | 38% | 24% | 34% | 6% | 53% | 22% | 19% |
| | 2002 | 6% | 51% | 22% | 21% | 5% | 38% | 25% | 32% | 5% | 54% | 22% | 19% |
| | 2003 | 6% | 49% | 21% | 24% | 5% | 42% | 24% | 29% | 5% | 50% | 24% | 21% |
| | 2004 | 7% | 48% | 24% | 21% | 5% | 43% | 26% | 26% | 5% | 50% | 22% | 23% |
| | 2005 | 8% | 52% | 22% | 19% | 5% | 39% | 24% | 32% | 4% | 48% | 24% | 24% |
| White Students | 2001 | 27% | 55% | 11% | 8% | 18% | 58% | 13% | 10% | 21% | 62% | 11% | 7% |
| | 2002 | 21% | 60% | 11% | 8% | 19% | 57% | 14% | 10% | 22% | 62% | 9% | 7% |
| | 2003 | 22% | 61% | 10% | 7% | 18% | 58% | 15% | 11% | 22% | 61% | 10% | 7% |
| | 2004 | 22% | 61% | 11% | 6% | 18% | 58% | 14% | 10% | 21% | 61% | 11% | 7% |
| | 2005 | 22% | 61% | 10% | 7% | 14% | 61% | 14% | 11% | 20% | 60% | 11% | 9% |
| Students on Free/Reduced Lunch | 2001 | 14% | 52% | 18% | 16% | 8% | 48% | 21% | 23% | 11% | 56% | 19% | 15% |
| | 2002 | 9% | 56% | 19% | 16% | 8% | 48% | 22% | 22% | 11% | 57% | 17% | 15% |
| | 2003 | 10% | 57% | 17% | 15% | 8% | 48% | 20% | 24% | 10% | 58% | 18% | 14% |
| | 2004 | 11% | 57% | 19% | 13% | 9% | 50% | 21% | 20% | 10% | 56% | 17% | 17% |
| | 2005 | 12% | 58% | 17% | 13% | 6% | 50% | 20% | 23% | 10% | 54% | 20% | 16% |
| LEP* | 2001 | Na | Na | Na | Na | Na | Na | Na | Na | Na | Na | Na | Na |
| | 2002 | 2% | 34% | 30% | 34% | 1% | 26% | 29% | 44% | 4% | 41% | 28% | 27% |
| | 2003 | 2% | 30% | 27% | 42% | 1% | 28% | 26% | 44% | 4% | 45% | 24% | 28% |
| | 2004 | 3% | 34% | 32% | 31% | 3% | 27% | 30% | 41% | 3% | 38% | 26% | 33% |
| | 2005 | 2% | 36% | 26% | 36% | 0% | 24% | 28% | 47% | 2% | 37% | 30% | 31% |

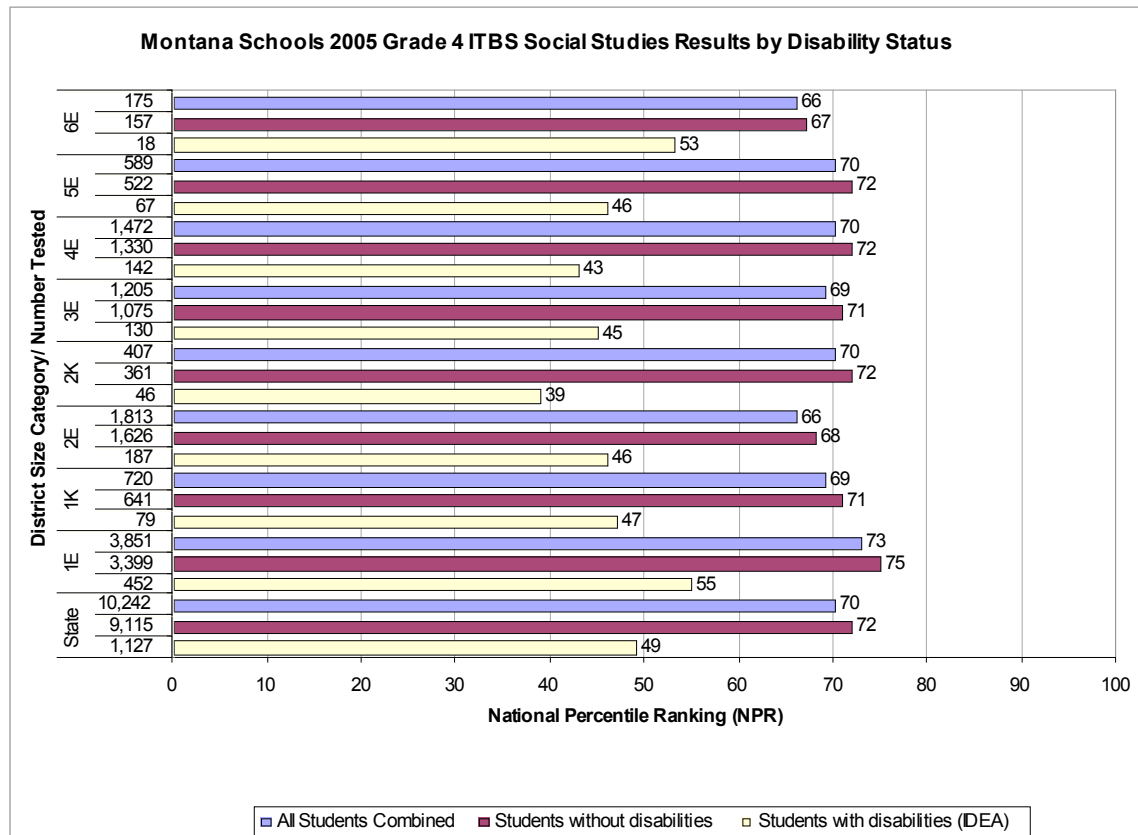
*LEP 2001 data were incomplete.

Table 3: 4, 8, 11 SS

Customized Skills Reports: Montana Social Studies Standards tested in the Iowa Tests

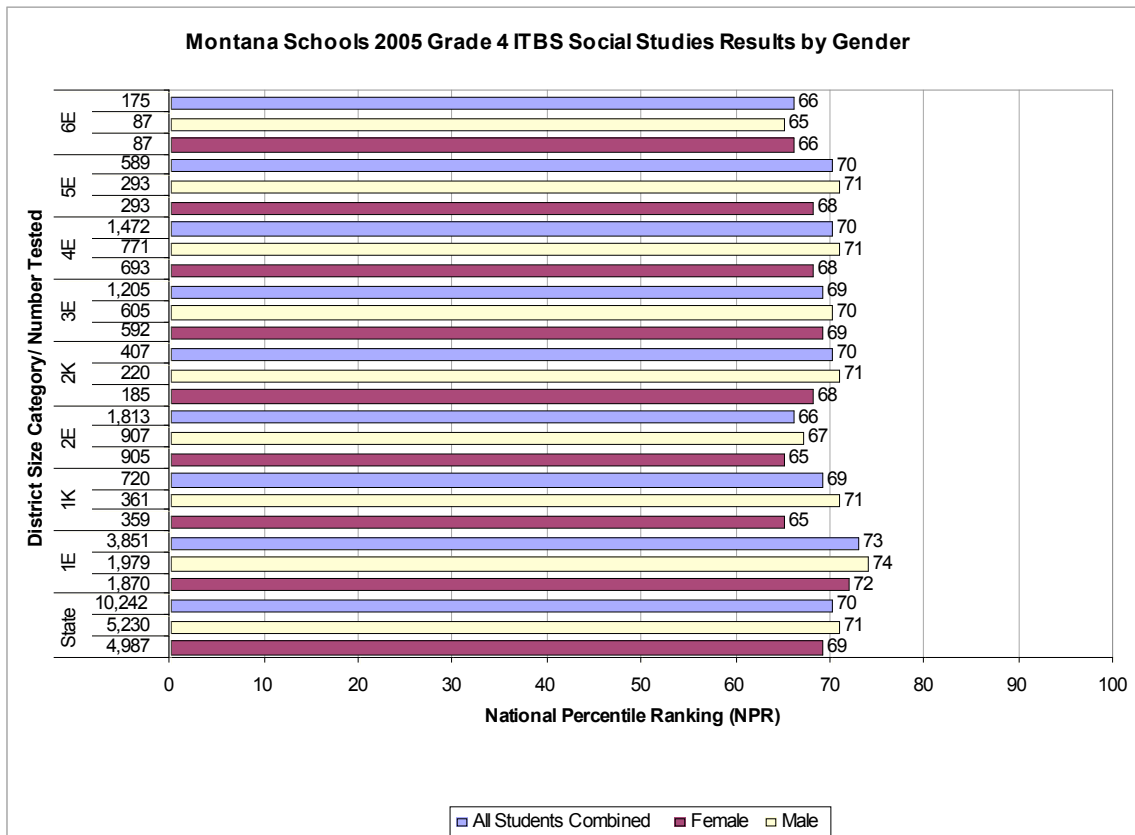
| Standard | | | Access, evaluate and apply social studies knowledge | Understand governmental structures and operations | Apply geographic knowledge and skills | Understand the effects of historical events and people | Understand economic principles | Understand the impact of cultural influences and diversity |
|---|--------------------|----|--|---|--|--|--------------------------------------|--|
| Grade 4 | # of Items | | 2 | 14 | 54 | 13 | 11* | 4* |
| | Percent Correct | 01 | 79% | 67% | 68% | 61% | 62% | 58% |
| | | 02 | 80% | 66% | 67% | 62% | 61% | 61% |
| | | 03 | 80% | 67% | 67% | 63% | 61% | 62% |
| | | 04 | 81% | 68% | 68% | 63% | 62% | 62% |
| | | 05 | 83% | 68% | 68% | 63% | 64% | 62% |
| Grade 8 | # of Items | | 15 | 15 | 46 | 39 | 16* | 16* |
| | Percent Correct | 01 | 64% | 60% | 63% | 59% | 56% | 62% |
| | | 02 | 63% | 60% | 63% | 59% | 56% | 62% |
| | | 03 | 63% | 59% | 63% | 59% | 55% | 62% |
| | | 04 | 64% | 60% | 63% | 60% | 57% | 63% |
| | | 05 | 63% | 60% | 62% | 59% | 56% | 62% |
| Grade 11 | # of Items | | 59 | 14 | 15* | 18 | 11* | 3* |
| | Percent Correct | 01 | 58% | 60% | 63% | 67% | 63% | 66% |
| | | 02 | 58% | 60% | 62% | 66% | 63% | 67% |
| | | 03 | 57% | 59% | 62% | 66% | 63% | 67% |
| | | 04 | 57% | 60% | 62% | 66% | 62% | 66% |
| | | 05 | 56% | 59% | 61% | 64% | 61% | 66% |
| * The Iowa Tests measure the knowledge dimension of the Montana Standard, but do not adequately measure the application aspect. | | | | | | | | |

Chart 4.1 SS



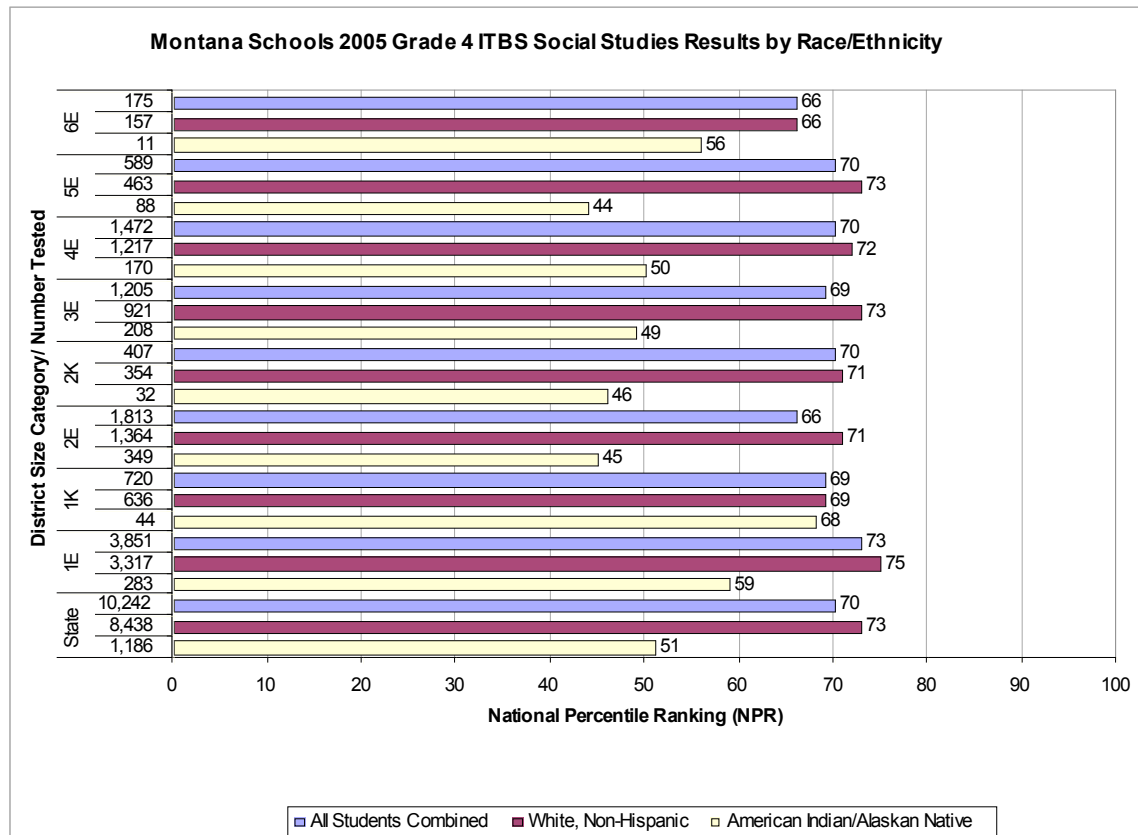
1. All students
 - The Social Studies NPR for all Montana grade 4 students is the same as in 2004, 70%.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is the same as in 2004, 72%. That number is stable across the state with most district size categories plus or minus 2-5 percentage points.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is 49%, one percentage point above 2004. That number is relatively stable with most district size categories plus or minus 4-6 percentage points except 2K where the number of students with disabilities tested is too small for comparisons.
4. Comparisons
 - Statewide, students without disabilities scored 23 percentage points above students with disabilities, 72% and 49% respectively. That number is relatively stable across the state.

Chart 4.2 SS



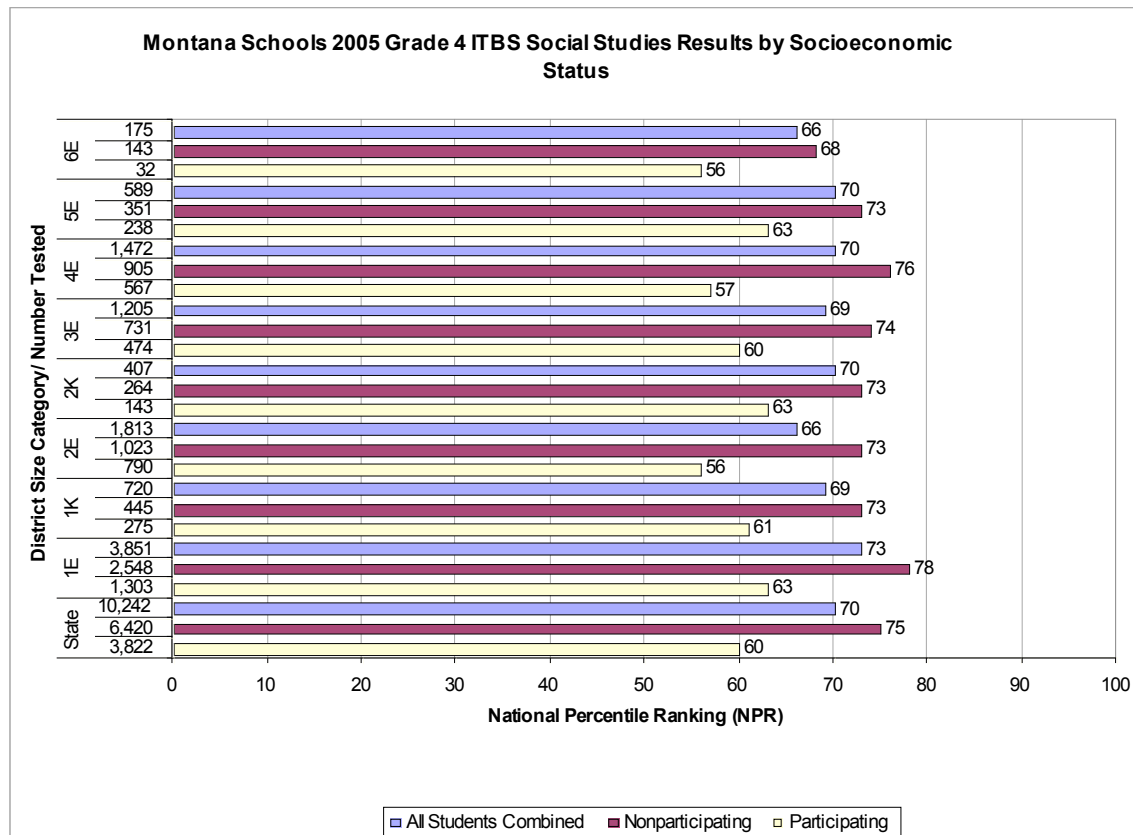
1. All students
 - The Social Studies NPR for all Montana grade 4 students is 70%.
2. Female students
 - Statewide, the NPR for female students is the same as in 2004, 69%. That number is stable across the state with all district size categories plus or minus 2-4 percentage points.
3. Male students
 - Statewide, the NPR for male students is the same as in 2004, 71%. That number is stable across the state with all district size categories plus or minus 2-6 percentage points.
4. Comparisons
 - Statewide, male students scored two percentage points above female students, 71% and 69% respectively.

Chart 4.3 SS



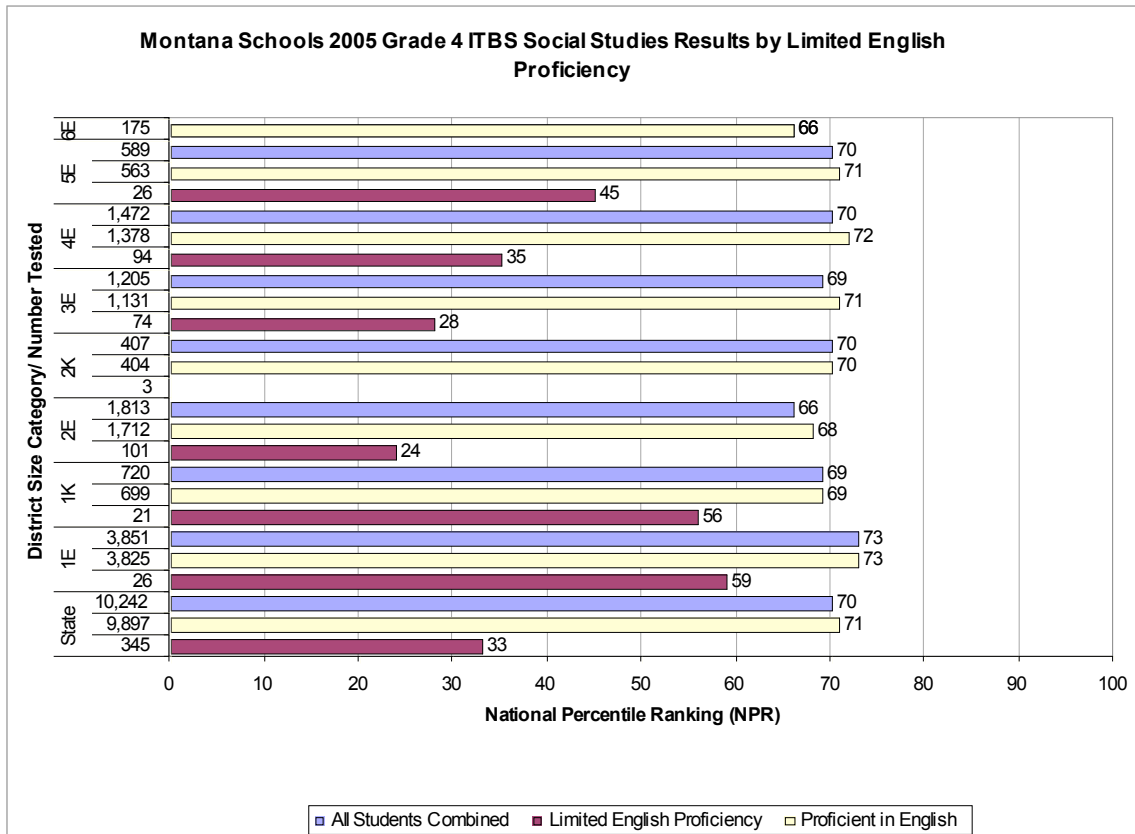
1. All students
 - The Social Studies NPR for all Montana grade 4 students is 70%.
2. Native American students
 - Statewide, the NPR for Native American students is 51%, one percentage point above 2004. That number is somewhat stable across the state with most district size categories averaging plus or minus 4-6 percentage points except categories 1E which averaged 59% and 5E which averaged 44%.
3. White students
 - Statewide, the NPR for White students is 73%, one percentage point above 2004. That number is stable across the state with most district size categories plus or minus 2-4 percentage points except 6E which averaged 66%.
4. Comparisons
 - Statewide, Montana White students scored 22 percentage points above Native American students, 73% and 51% respectively.

Chart 4.4 SS



1. All students
 - The Social Studies NPR for all Montana grade 4 students is 70%.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is the same as in 2004, 60%. That number is stable across the state with all district size categories plus or minus 2-4 percentage points.
3. Students not participating in free/reduced lunch programs
 - Statewide, the NPR for students not participating in free/reduced lunch programs is the same as in 2004, 75%. That number is stable across the state with most district size categories plus or minus 2-4 percentage points except 6E which averaged 68%.
4. Comparisons
 - Statewide, students not participating in free/reduced lunch programs scored fifteen percentage points higher than those participating in free/reduced lunch programs, 75% and 60% respectively.

Chart 4.5 SS



* To protect privacy, no results will be reported where the count of test takers is less than 10.

1. All students
 - The Social Studies NPR for all Montana grade 4 students is 70%.
2. Students with limited English proficiency (LEP)
 - Statewide, the NPR for LEP students is 33%, two percentage points below 2004. The NPR scores vary among school size categories because of the wide variation in the number of LEP students tested.
3. Comparisons
 - Statewide, all Montana students scored 37 percentage points higher than limited English proficient students, 70% and 33% respectively. That number varies among school size categories because of the wide variation in the number of LEP students tested.